DOCUMENT RESUME

ED 169 061 SP 014 206

TITLE	Controversial Issues in Social Studies (SSVI). Description of Teacher Inservice Education Materials.
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ABSTRACT

The described learning module is designed for use of secondary school teachers in developing instruction to engage students in rational decision-making on controversial public issues. The scope and sequencing of topics in this module are outlined. Also included are the activities and resources involved in using the module. Ordering information for materials is provided, and a general critique of the module is presented. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

ED169061

Title: CONTROVERSIAL ISSUES IN SOCIAL STUDIES (SSVI)

Publication Date(s): 1974

Intended Users: Preservice and inservice teachers interested in using public controversy and public issues as part of the curriculum.

Grade Level(s): Intended for junior or senior high school, but adaptable to all levels

Number: Small group preferred (to increase feedback during in-classroom assessment)

Primary Focus: The purpose of this module is to assist teachers in developing instruction designed to engage students in rational decision-making about public issues.

School subject(s) and/or in-service topic(s) covered:
This module contains resource information on topics and approaches involved in decision-making about public issues. Information contained includes the following: description of public controversy and policy issues; description of ethical analysis; factual and definitional issues; strategies by which such issues can be challenged or decided; facilitating discussion; and, developing an instructional sequence involving public controversy.

What participant does in using the materials: The participant takes the pretest and completes the appropriate work in the areas of knowledge section. This requires reading given resources and completing practice exercises. A post-test is taken, after which a practical in-classroom assessment is completed and evaluated (by self and others, if desired).

Resources:
All resources are contained in the packet: a 58-page module and accompanying consumable sheets. For the "in-classroom assessment" however, a classroom, audiotape recorder or videotape machine and empty tape are also needed. This module may be completed individually or in small groups, the latter increasing quantity of feedback on evaluation of practical application of knowledge gained.

Describer critique: This module is particularly beneficial for inservice teachers desiring to teach and discuss controversial public issues. Approaches, examples and practical experience are included within the module. Vietnam, labor unions, the Amish, etc., are used as examples, although few actual positions are taken. Use of this module may be restricted by mediocre technical quality and the use of "he" and "Negro" where some persons may prefer "he/she" and "Black".

SP 014 206

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

SS 19

(SS) - current events
(TS)

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1.0 PURPOSES:

Rationale

The introduction states the following:

"One of the most treasured aspects of a democracy is the right of the individual to make personal decisions. Some decisions, such as a vote on a jury, can have a profound effect on the lives of others. Thus, clarifying public controversy and developing decision-making skills are important in educating for responsible individualism.

"Social studies education must address the past, the present and the future. Clarifying contemporary public controversy or current events is not enough. Instead, controversies chosen for study in the curriculum should be persisting themes throughout history and across cultures.

"The purpose of this module is to assist teachers in developing instruction designed to engage students in rational decision-making about public issues. The module is based on ideas developed from the Harvard Social Studies Project and the Utah Public Issues

Terminal Performance Objectives

"Given a case study involving a public policy issue the teacher will:

1. State and explain the components necessary in developing an instructional sequence structured around the Public Issues model.
2. Design and implement an instructional sequence structured around the model."

Enabling Objectives

"1. Explain that the Public Issues model is based on the proposition that most public controversy involves determining man's proper relationships to his government.
2. Differentiate between a public controversy and a public policy issue.
3. Describe and identify examples of ethical analysis.
4. Describe and give examples of the concept "factual issue."
5. Identify four strategies (discussion techniques) by which factual claims can be supported or challenged.
6. Describe and select examples of the concept "definitional issues".
7. Identify two strategies (discussion techniques) by which "definitional" issues can be clarified.
8. Describe and give examples of the concept "moral value issue".
9. Identify four of the five strategies (discussion techniques) by which moral value statements can be supported or challenged.
10. List eight steps in how to develop, organize, and present an instructional sequence involving public controversy.
11. Identify teacher behaviors which facilitate classroom dialogue."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope:

This module includes the following material "to assist teachers in developing instruction designed to engage students in rational decision-making about public issues."

PROSPECTUS (pp. 1-3)
PRE-ASSESSMENT (pp. 4-4e)
ENABLING ELEMENT #1 (p. 5)
  Resource 1 - Rationale for the Teaching of Public Controversy (pp. 6-10)
  Resource 2 - Public Controversies and Public Policy Issues: A Description (p. 11)
  Resource 3 - Ethical Analysis: A Description (pp. 12-19)
  Resource 4 - Practice Exercise (pp. 20-21)
ENABLING ELEMENT #2 (pp.22-23)
  Resource 1 - Factual Issues (p.24)
  Resource 2 - Strategies by Which "Factual Issues" Can be Supported or Challenged (pp. 25-26)
  Resource 3 - Definitional Issues (p. 27)
  Resource 4 - Strategies by Which "Definitional Issues" Can be Decided (p.28)
  Resource 5 - Moral Value Issues (p. 29)
  Resource 6 - Strategies by Which Moral-Value Statements Can Be Supported or Challenged (pp. 30-32)
  Resource 7 - Practice Exercise (pp. 33-34)
ENABLING ELEMENT #3 (p. 35)
  Resource 1 - Developing an Instructional Sequence Involving Public Controversy (pp. 36-37)
  Resource 2 - Practice Exercise (pp. 38-45)
ENABLING ELEMENT #4 (p. 46)
  Resource 1 - Facilitating Discussion (pp. 47-48)
  Resource 2 - Practice Exercise (pp. 49-51)
POST-ASSESSMENT (pp. 52-52e)
IN-CLASSROOM ASSESSMENT (pp. 53-55)
REFERENCES (pp. 56-58)

Sequencing

The enabling elements conceivably could be taken in a different order; however, normally the module would be most beneficial if completed in given order. The small investiture of time limits the need for any major selective or modifying process. The enabling elements should definitely be completed before the in-classroom assessment,as this is the practical application of the knowledge gained.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The participant takes the pretest A score less than 100% requires participation in the knowledge portion of the module. Pretest questions missed refer to sections which may be studied. The participant works through the module, reading resource material and performing practice exercises. S/he then takes a posttest. Once the posttest is accurately completed, the individual performs an in-classroom assessment, requiring him/her to use this knowledge in the classroom. A tape recording is completed, and the participant (and teammates) complete an evaluation.

3.2 Help given in use of product:

All instructions are contained in the 58-page module handbook, which each participant has. The handbook contains sheets typed on one or both sides, stapled together with a heavy paper cover. Selected sheets, stapled together at the top, are also included as the 15-page consumable packet.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The participant isconstantly being evaluated during the course of the module. A practice exercise is given after each enabling element. Answers are provided so participant may check his/her responses. In addition, a comprehensive pretest and posttest (the same questions are asked) is given, complete with a listing of answers. The in-classroom assessment provides a practical evaluation of knowledge gained. The participant (and evaluators, if desired) complete a quick list of questions as well as an additional, more comprehensive analysis.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

All required resources are contained within the packet. No leader is needed. Individuals may wish to work in small groups to increase feedback during the in-classroom assessment. An audiotape recorder or videotape machine, empty tapes and a classroom will also be needed for this portion of the module. Additional materials, including those listed under references may be used as enrichment to enable a comprehensive, in-depth presentation.

5.2 Distributor name/address:

Panhandle Area Education Cooperative
411 West Boulevard South
Chipley, Florida 32428

(904) 638-4131

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
CONTROVERSIAL ISSUES IN SOCIAL STUDIES (Florida Competency-Based Modules - SSVI)				
module	$1.25	No	1/participant	Yes
consumables	$ .15each	No	1/participant	No

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This module was prepared by Tom LoGuidice and Edward Pella and edited by James J. Vaughan, Jr. and Anna Ochoa, all of Florida State University, Tallahasse, Florida.

6.2 How developed and when:

These materials were produced under a contract administered through the Florida Educational Research and Development program and coordinated in the Bureau of Teacher Education and Certification of the Florida Department of Education, Tallahasse, Florida. The copyright date for this module is 1974.

"This module is based on ideas developed from the Harvard Social Studies Project and the Utah Public Issues Bundles."

During the field-testing period, this module was used on aroung 20-30 practicing teachers in several Florida counties. Three years went into the development of this material before it was published.

6.3 Evidence of effectiveness with users:

The classroom teachers involved in the field-testing were asked to complete "revision sheets." These evaluation forms were then sent back to module developers. The developers based most of their revisions on the critiques supplied by the classroom teachers, thus ensuring a more effective program for other teachers to use in their inservice education training.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The topic addressed in this module is particularly pertinent, as it advocates the necessity of aiding students in rational decision-making about public issues. Adequate knowledge is provided for the completion of specific objectives. Most of the examples provided are for junior high or high school teachers; however, the basic principles presented are applicable to all grade levels. Controversial issues could be simplified for discussion on an early elementary level, although such discussion would obviously be more limited than that of a high school class.

The technical quality of the product is mediocre -- for instance, ink blots and fingerprint marks appear on some pages and there are typographical errors. However, the low cost of the materials must be considered when questioning technical quality or durability.

Content accuracy/social fairness/community acceptance issues:

Most of the material presented is based on the idea that most public controversy involves determining an individual's proper relationship to his/her government. Content appears to be accurately developed and presented, although participants should realize that this is a brief, and therefore not complete, presentation of knowledge and approaches.

Some persons may be offended by the continual use of "he" in reference to individuals. Some persons may also prefer the term "Black" instead of "Negro".

Community acceptance could be a problem, as this module advocates the discussion of controversial issues. Moral questions concerning Vietnam, labor unions, schooling for the Amish, etc., are used as examples. If these examples are to be used in the classroom, the teacher should exercise careful scrutiny of possible community acceptance problems.

Overall summary/comment:

This module advocates teaching students to make rational decisions about public issues -- a topic that is particularly pertinent in today's society. Several approaches are presented with adequate examples and options for practical experience. The title itself, "Controversial Issues in Social Studies", foreshadows some possible community acceptance issues, but generally controversial topics are introduced more for the purpose of asking questions than for taking a position. This is a good inservice training program.